

## Learning Philosophy: a Plead for Didactics

**Ionel Cioară**

***Abstract:***

*Teaching philosophy as a mediation of the esoteric and exoteric, of the academic philosophy and the philosophy of each has always faced numerous difficulties which occasioned the raising of objections concerning the setting up of philosophy didactics. Surpassing this situation supposes finding a just relation between the independent thinking and reproduction; the work assumes as its aim to identify the concrete ways of leading to the centering of didactics on the intellectual involvement and the active learning.*

**Keywords:** *didactics of philosophy, active learning, independent thinking*

### **Science, philosophy or education!**

We live the effects of a boom of knowledge that influences not only the economic and socio-political evolutions, but even deeply the whole education system, starting even with the educational Ideal. The preponderant criteria, depending on which such an ideal should also configure -in a world characterized by science, technique and democracy - should be technocratic efficiency and social relevance. The interests of economy and society's interests are not always compatible and the initiated educational reforms were dimmed in the realities of schools and universities. One of the worst affected areas is the humanistic area -and especially the philosophical one - of education. Failed experiments determined the fundamental teaching to remain un-clarified. In the case of philosophy it is much more difficult to clarify whereas through its specific this discipline has tense relations with didactics. The particularly controversial measures lately - materialized in a radical reduction in the number of hours allocated to this discipline and the removal from the plans for education in most specialties and branches - seem to rely on the support of the esoteric character of philosophy, and its specificity of not being a science. These decisions ignore the essential aspects of the relationships between science and philosophy and do not take into account the chronic crisis that science is in. As we know, science has gradually imposed in its own fields. Gradually, mathematics through Euclid, physics through Galilei, chemistry through Lavoisier, biology through Claude Bernard became positive sciences. Even the field of the human in which philosophers have long believed to be their own land has been conquered by science. Psychology and sociology introduced in the study of behavior experimental methods and precision measurements. Philosophy may appear in this context as being unnecessary, but it should be increasingly clear that the activity of reflection that is based on knowledge is provided by the particular sciences. On the other hand however, the advancement of science in the modern world structures was accompanied by the overheating crisis felt in sciences, in the context of the relativity of scientific truth and the increase in the difficulties of revealing the fundamental scientific approach. The best position to take into account the deadlock in which our world is, in clarifying the fundamentals is philosophy. This clarification may be threatened by the spectrum paradox. Thus, trying to elucidate the situation in which science is, the